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ABSTRACT

Each spring, students in randomly selected classes at Howard Community College (Maryland) complete the Yearly Evaluation of Services by Students (YESS) survey. The purpose of this survey is to gather student perceptions about the quality of service and instruction they received, and to rate other elements of the campus environment in order to inform college decision making. The resulting report describes students' demographic and educational characteristics. The report notes that the respondents typically match the overall gender and racial percentages in the student population, although younger and full-time students are over-represented. Nine hundred twenty-seven students responded, representing 19% of the entire student body. Overall, ratings of the college student services were high. Favorable ratings were given to the class size, overall quality of learning services, attitudes of faculty toward students, and quality of overall instruction. The survey indicated that students felt safe on the campus, and the overall level of satisfaction was favorable. Part-time students tended to give higher ratings than full-time students did. Full-time students' ratings were higher in the areas of feeling prepared to transfer to a four-year college and opportunity for involvement in campus activities. Twenty-eight tables of detailed demographic information and survey responses are included. (AF)

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ED 438 855

STUDENT SATISFACTION AT THE END OF THE MILLENNIUM :

FINDINGS FROM HOWARD COMMUNITY COLLEGE'S 1999 YESS SURVEY

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Student Satisfaction at the End of the Millennium:
FINDINGS FROM HOWARD COMMUNITY COLLEGE'S 1999 YESS SURVEY

EXECUTIVE SUMMARY

Each spring students of Howard Community College (HCC) have the opportunity to give their assessment of the quality of service they receive and to rate other elements of the campus environment. The tool for gathering student satisfaction information at HCC is the Yearly Evaluation of Services by Students (YESS) Survey, which is administered to students in randomly selected classes. All of the survey ratings are given on a five-point scale, with five being most positive. The report on the survey findings describes the respondents' demographic and educational characteristics and it analyzes the ratings given in each section of the survey by students' full-time or part-time status, their day or evening schedule, and their race.

SURVEY RESPONDENTS. From the classes selected, 927 students responded to this year's survey, representing 19% of the 4,880 students enrolled in the spring 1999 semester. Full-time and younger students were somewhat over-represented in the survey sample. Well over half of the respondents were female, white, under 25, and employed full or part time. Approximately one-fifth of the respondents said that their total household incomes were under $20,000 and another 28% reported household incomes of $80,000 or more. The primary goal of 56% of the respondents was to transfer to a four-year institution. When asked if they would recommend HCC to a friend or relative, 88% said they definitely or probably would.

RATINGS ON COLLEGE SERVICES. Ratings on college services were quite high, with all but two of the services receiving ratings over 3.50. Of the 19 services listed, *The Library* received the highest rating (4.09). The three other top-rated services were *Admissions services*, *College Publications*, and *Test Center*. Part-time students gave more services higher ratings than full-time students did. Day and evening students gave similar ratings overall. African American students gave higher ratings than White and Asian students. While still the lowest, Asian students' ratings were up from past years, but there were five areas for which Asian students had significantly lower ratings.

RATINGS ON INSTRUCTIONAL TOPICS. As was true last year, *Class size* was given the highest rating (4.14). Following it in rankings were: *Overall quality of your learning experience*, *Attitude of faculty toward students*, and *Quality of instruction overall*. Part-time and day students were more positive in their ratings on instructional topics. African American and White students were equally positive, and while Asian students gave instructional topics lower ratings than Whites or African Americans, their ratings were relatively high.

RATINGS ON CAMPUS ENVIRONMENT/COLLEGE ACTIVITIES. The two highest rated items on this section of the survey were *General condition of buildings and grounds* and *Overall climate of diversity*. Part-time students were more positive in their ratings than full-time students. There was not much variation between day and evening students. White students were somewhat more positive than the other two racial groups on this section of the survey, with Asian students again giving the lowest ratings.

RATINGS ON STUDENT VIEWS OF HCC. Students feel welcome and safe on the HCC campus as evidenced by the high ratings those items received. They also expressed dissatisfaction with the extent to which their math placement test scores reflect their skill level. Full-time and part-time students had three areas of significant difference, as did day and evening students. African Americans were most positive, Whites next, and Asians gave the lowest ratings.

THE SATISFACTION RATIO. By comparing the proportions of positive to negative responses on each survey item, a "Satisfaction Ratio" was generated. This ratio lets us see the relative satisfaction levels for each area. More than half of the 57 items on the survey had better than 10-to-1 favorable ratings. In fact, fifteen items had 20-to-1 or better favorable ratios, meaning that there were at least twenty times as many respondents who were satisfied as were dissatisfied with these areas.

The YESS Survey results are used primarily to inform the decision making and planning processes. Individual work units use the survey results for self-evaluation and goal setting. Survey findings on student satisfaction are a key feedback mechanism for monitoring quality and are major indicators of HCC's institutional effectiveness.

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STUDENT SATISFACTION AT THE END OF THE MILLENNIUM :
FINDINGS FROM HOWARD COMMUNITY COLLEGE'S 1999 YESS SURVEY

Background and Introduction

It has become increasingly popular in academia, business, and other realms to ask consumers of services to evaluate those services. In institutions of higher education that evaluation often takes the form of student surveys or focus groups. In some settings these efforts may come under the rubric of Continuous Quality Improvement (CQI) and generally include measuring levels of user or student satisfaction as a key feedback mechanism for monitoring quality. As one gauge of the importance of these measures, the Malcolm Baldrige National Quality Award Criteria for Education contains student satisfaction as a major category for evaluation. It also assesses the extent to which an institution is student focused and if it systematically determines user satisfaction through surveys and focus groups.

Howard Community College (HCC) has always valued its students' opinions, and since 1991* HCC has given students the opportunity to express their levels of satisfaction with college services and other aspects of the campus environment and college life through the Yearly Evaluation of Services by Students (YESS) Survey. The survey results are presented to all college constituencies. College decision-makers are aware of differences in ratings among various subgroups of students and efforts are made to address areas of concern. Individual units pay attention to their ratings and use the findings to set unit goals and/or to implement change.

Rather than attempt to randomly select and then locate individual students, each spring HCC class sections are randomly chosen for the YESS Survey. In the spring of 1999, 102 class sections were selected, with instructors in 86 of those sections returning surveys, for a section response rate of 84%. The number of students in the sections randomly chosen to participate in the survey was 2101, and the sample of students who responded to the 1999 YESS Survey equaled 927, for a student response rate of 44%. Since many students were in more than one chosen class section and were instructed to fill out only one survey, the true student response rate was undoubtedly higher. The 927 YESS respondents represented 19% of the 4825 students enrolled at HCC in the spring of 1999.

* Note that in 1997 HCC used the Student Assessment of the College Environment (SACE) Survey. With that exception, the YESS Survey has been used every year since 1991.

Characteristics of YESS Survey Respondents

In the past few years YESS Survey respondents have closely mirrored the characteristics of enrolled spring semester students, with the exception of an over-representation of younger and full-time students. The response sample has typically closely matched the gender and racial percentages in the student population, and the same was true for this year's survey. Table One provides a description of the demographic characteristics of respondents. Of all the respondents 60% were female and 40% were male. The response sample also contained 33% aged 19 or under, with another 34% between 20 and 25 years old. With two-thirds of the sample aged 25 or younger, there is some over-representation of younger students.

A look at the employment status of student respondents reveals that equal proportions were employed full time (37%) and part time (38%), for a total of three-fourths employed. An additional 7% were employed in HCC's work/study program. On the survey students are asked to identify the category of their total annual household income. As can be seen on the table, 21% reported incomes under $20,000, while 17% had household incomes of $100,000 or more. Only 10% of the students said they lived alone, 21% lived with one other person, and 69% lived with three or more other persons. From the survey responses it is not possible to tell if students were living with their parents, spouse, or other relatives or friends. Given the young age of many of the respondents, it may well be that the high incomes reported reflect family incomes rather than the students' personal annual income.

The YESS Survey asked students if they needed financial aid to assist them in meeting their college expenses and 25% said they were already receiving it. Another 12% had applied for aid but were not eligible, 10% needed it but hadn't applied, and 18% wanted more information about aid. Among the respondents, 35% said they did not need financial aid.

Table One.

DEMOGRAPHIC CHARACTERISTICS OF 1999 YESS RESPONDENTS

Characteristics	Number (N=927)	Percent
What is your gender?		
Female	528	60.1
Male	350	39.9
What is your age?		
16 or younger	7	0.8
17 – 19	280	31.8
20 – 22	210	23.9
23 – 25	86	9.8
26 – 29	80	9.1
30 – 39	121	13.8
40 – 49	59	6.7
50 –59	22	2.5
60 or older	15	1.7
What is your ethnic/racial origin?		
African American/Black	125	14.5
Asian/Pacific Islander	57	6.6
Hispanic	28	3.3
Mixed race	21	2.4
Native American	7	0.8
White	566	65.8
Other	56	6.5
Is English your native language?		
Yes	762	86.4
No	120	13.6
What is your current employment status?		
Employed full time (30 hours or more a week)	330	37.4
Employed part time (less than 30 hours a week)	334	37.8
Employed in work/study program	57	6.5
Not employed, seeking work	45	5.1
Not employed, not seeking work	82	9.3
Retired	19	2.2
Other	16	1.8
What is your annual TOTAL HOUSEHOLD income?		
$ 9,999 or less	86	11.4
$10,000 - 19,999	71	9.4
$20,000 - 29,999	77	10.2
$30,000 - 39,999	85	11.2
$40,000 - 59,999	122	16.1
$60,000 - 79,999	103	13.6
$80,000 - 99,999	82	10.8
$100,000 - 149,999	81	10.7
$150,000 and over	50	6.6
Number of persons in your household		
1 person	87	9.9
2 persons	189	21.4
3 - 4 persons	447	50.6
5 or more persons	160	18.1
Are you in need of financial aid to assist in meeting college expenses?		
Yes, already receive it	219	25.2
Yes, need it, applied, wasn't eligible	105	12.1
Yes, need it, but haven't applied	85	9.8
Maybe, need more information	158	18.2
No, I do not need financial aid	301	34.7

Table Two indicates that there was a strong relationship between the students' response to the financial aid question and the reported household income. As would be expected, the lower the income, the higher the percent of students who say they need aid and vice versa: the higher the income, the lower the percent of students who say they need aid.

Table Two.

NEED FOR FINANCIAL AID BY RESPONDENT'S TOTAL HOUSEHOLD INCOME

	Income Categories						
Need for Financial Aid	**Less than $20,000**	**$20,000 – 39,999**	**$40,000 – 59,999**	**$60,000 – 99,999**	**Over $100,000**	**Total Number**	**Percent**
Need and receive aid	32%	32%	17%	13%	6%	201	26.8%
Need it, not eligible	27%	22%	17%	26%	8%	96	12.8%
Need it, have not applied	17%	28%	22%	26%	7%	69	9.2%
Maybe, need info	19%	20%	17%	26%	18%	134	17.9%
Do not need aid	11%	11%	12%	32%	33%	250	33.3%
Total number	**155**	**160**	**119**	**185**	**131**	**750**	
Percent	**21.0%**	**21.3%**	**15.9%**	**24.6%**	**17.5%**		**100%**

As stated above, the YESS Survey has been administered at HCC since 1991. Table Three presents demographic characteristics of YESS respondents since that year. It must be noted that the 1991 survey was mailed to 50% of the enrolled students and yielded a response rate of 11%. The characteristics of the 245 students who responded to that survey are different from subsequent surveys and the following discussion includes those who responded to the 1992 through 1999 surveys.

While no distinct trend is evident over the years, the percentage of female respondents ranged between 56% and 62%, reflecting a similar fluctuation among males between 38% and 44%. Age category labels changed over the years of the YESS Survey. The youngest age category was initially called "20 or under" and more recently "19 and under." Students in the youngest category were between 24% and 38% of respondents. Likewise, the oldest age categories shifted between 10% and 14% made up of those 40 or 41 or older.

Racial representation on the YESS Survey has shown some variation, with respondents made up of between 63% and 70% Whites, 10% to 17% African Americans, and 6% to 9% Asians. There has been a general trend of an increased percentage of respondents who are African American and Asian.

The employment status of students has varied, with a high of 46% employed full time in 1995, and a low of 37% on this year's survey. The proportions of students citing a household income of under $20,000 have been between 11% and 24%. There has been a trend for an increased percentage of students to report that they received financial aid - from 21% to 27%. Conversely, the percentage of students saying they do not need aid has gone down from 47% in 1992 to 35% in 1999.

Table Three.

DEMOGRAPHIC CHARACTERISTICS OF YESS RESPONDENTS

Characteristics	1991 N=245	1992 N=968	1993 N=1115	1994 N=1058	1995 N=989	1996 N=1061	1997* N=1020	1998** N=784	1999 N=927
Gender									
Female	69%	***	62%	59%	60%	60%	56%	59%	60%
Male	31%	***	38%	41%	40%	40%	44%	41%	40%
Age Categories*,**									
20/under 19/under**	17%	29%	32%	31%	30%	35%	38%	24%	33%
21-25 21-30* 20-22**	13%	26%	29%	25%	21%	22%	35%	25%	24%
26-30 23-25**	19%	15%	13%	15%	17%	14%	***	11%	10%
31-40 31-40* 26-29**	21%	19%	17%	18%	20%	18%	16%	23%	9%
41 and over 30-39**	30%	12%	10%	11%	12%	11%	***	12%	14%
40 - 49 41 - 50*	***	***	***	***	***	***	8%	2%	7%
50 -59 51 - 59*	***	***	***	***	***	***	2%	2%	3%
60 or older	***	***	***	**	***	***	1%	0%	2%
Ethnicity									
African American/Black	5%	***	13%	10%	13%	12%	17%	16%	15%
Asian/Pacific Islander	4%	***	6%	6%	6%	8%	7%	9%	7%
Hispanic	***	***	2%	2%	2%	3%	3%	3%	3%
Mixed race	***	***	***	***	***	***	***	2%	2%
Native American	***	***	1%	1%	1%	1%	2%	1%	1%
White	87%	***	70%	70%	68%	63%	64%	66%	66%
Other	4%	***	9%	11%	10%	14%	7%	6%	7%
Employment									
Employed F/T (>=30 hrs/wk)	52%	39%	40%	41%	46%	40%	38%	44%	37%
Employed P/T (<30 hrs/wk)	24%	32%	36%	34%	34%	34%	32%	35%	38%
Employed in work/study program								3%	7%
Not employed, seeking work	9%	10%	9%	8%	5%	6%	7%	6%	5%
Not employed, not seeking work	10%	9%	10%	10%	8%	7%	5%	9%	9%
Retired	5%	5%	4%	4%	4%	6%	18%	1%	2%
Other		5%	3%	2%	2%	8%		2%	2%
Income									
$ 9,999 or less	4%	***	***	***	***	***	***	11%	9%
$10,000 - 19,999	7%	***	13%	11%	12%	24%	19%	9%	8%
$20,000 - 29,999	13%	***	8%	11%	11%	9%	20%	10%	8%
$30,000 - 39,999	18%	***	10%	10%	11%	8%		11%	9%
$40,000 - 49,999	14%	***	10%	10%	10%	6%	14%	11%	13%
$50,000 - 59,999	11%	***	12%	10%	9%	9%		10%	11%
$60,000 - 69,999	12%	***	8%	8%	7%	7%	11%	8%	9%
$70,000 - 79,999	23%	***	6%	7%	6%	6%		6%	9%
$80,000 - 89,999	***	***	16%	18%	18%	16%	16%	6%	3%
$90,000 and over	***	***	***	***	***	***	***	18%	3%
Unknown			16%	16%	17%	16%	21%	16%	18%
Financial Aid									
Yes, already receive it	***	22%	21%	2070%	23%	23%	25%	27%	25%
Yes, need it, applied, wasn't eligible	***	***	***	***	***	***	***	15%	12%
Yes, need it, but haven't applied	***	20%	23%	2420%	21%	22%	22%	13%	10%
Maybe, need more information	***	11%	13%	1220%	14%	10%	14%	10%	18%
No, I do not need financial aid	***	47%	43%	4280%	43%	45%	40%	36%	35%

*Age categories shown first are those on the 1991-1996 YESS Surveys. SACE categories are indicated by *, and 1998 and 1999 categories are shown with **.

*** This data element was not collected on the YESS Survey this year.

A number of data elements on the YESS Survey collect information about students' educational status. Table Four shows that for 49% of the students responding, spring 1999 was their first or second semester at HCC. For another 27% it was their third or fourth semester, while 24% had been at HCC for five or more semesters. The YESS respondent sample was made up of 47% full-time students, a higher percentage than full-time students enrolled, thus there is an over-representation of full-time students among survey respondents. Respondents designated whether they were on a day or evening schedule or were on an equal day/evening split schedule. Day students made up 57% of the respondents, evening students 29%, and those with an equal day/evening schedule 14%.

Students were asked to identify their primary goal in attending HCC, and 56% said theirs was to transfer to a four-year college or university. Another 25% were working toward an Associate degree. Between 4% and 5% were at HCC to earn or maintain a certificate, take some job-related courses, or for self-enrichment.

For the first time on an HCC student survey, respondents were asked to indicate how much they studied a week for a typical three-credit course. Thirteen percent admitted to studying an hour or less, 41% studied two or three hours, 27% studied four or five hours, and 20% studied six or more hours a week for a typical three-credit course. When the responses to that question are examined by students' full- or part-time status (Chart One), it can be seen that while overall most students studied between two and five hours, proportionately more full-time students studied six of more hours.

Chart One.

Percent of Part- and Full-Time Students Studying Specific Hours

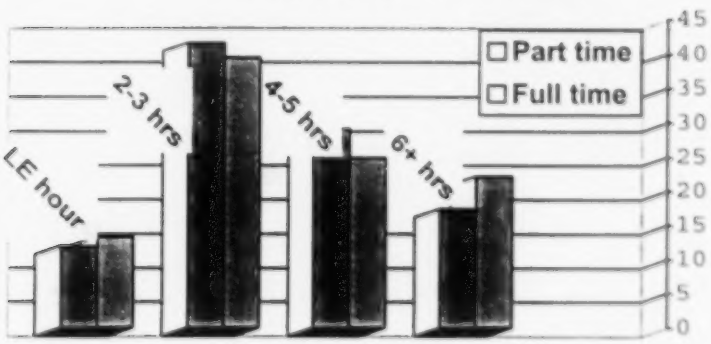


Table Four.

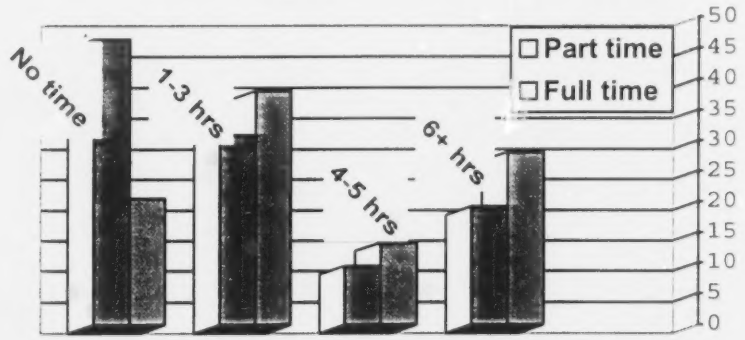
EDUCATIONAL INFORMATION ON 1999 YESS RESPONDENTS

Survey Items	Number	Percent
For how many semesters (including this one and summer sessions) have you attended HCC?		
1 semester	169	19.2
2 semesters	262	29.7
3 - 4 semesters	241	27.3
5 - 6 semesters	124	14.1
7 - 8 semesters	40	4.5
9 or more semesters	46	5.2
How many credits are you taking this semester at HCC?		
1 - 5 credits	178	20.2
6 - 11 credits	288	32.7
12 or more credits	416	47.2
Which of the following best describes your schedule?		
DAY: 50% or more of classes taken before 5 p.m.	499	56.8
EVENING: 50% or more of classes taken after 5 p.m.	256	29.2
EQUAL SPLIT: half before 5:00/half after 5:00 p.m.	123	14.0
What is your primary goal in attending HCC?		
To take courses needed to transfer to a four year college/ university	495	55.9
To obtain an Associate Degree	225	25.4
To obtain or maintain a Certificate	42	4.7
To take some job-related courses	32	3.6
To take a few courses for self-enrichment	45	5.1
Other	46	5.2
Average hours you study for a typical three credit course:		
An hour or less	112	12.8
2 - 3 hours a week	355	40.5
4 - 5 hours a week	237	27.1
6 - 7 hours a week	93	10.6
8 - 9 hours a week	44	5.0
10 or more hours a week	35	4.0
Hours a week spent on HCC campus (not class time):		
No time outside of class	303	34.4
1 - 3 hours a week	301	34.2
4 - 5 hours a week	99	11.2
6 - 7 hours a week	62	7.0
8 - 9 hours a week	34	3.9
10 or more hours	82	9.3
What is your current GPA?		
No credits earned	82	9.7
1.99 or lower	31	3.7
2.00 - 2.49	126	14.9
2.50 - 2.99	194	22.9
3.00 - 3.49	227	26.8
3.50 or higher	188	22.2
If you had it to do over again, would you enroll at HCC?		
Definitely yes	426	48.2
Probably yes	301	34.0
Uncertain	77	8.7
Probably not	37	4.2
Definitely not	43	4.9
Would you recommend HCC to your friends or relatives?		
Yes, definitely	448	50.7
Yes, probably	330	37.4
Uncertain	68	7.7
Probably not	26	2.9
Definitely not	11	1.2

In another first-time item, students were asked how many hours a week they spent on the HCC campus outside of class time. Fully 34% said they spent no time on campus outside of class. The same percentage spent one to three hours a week on campus, 22% were on campus for four to nine hours a week, and 9% were on campus for 10 or more hours. When this data is broken down by students' full- or part-time status (Chart Two), it is evident that part-time students spend less time on campus. Except for those who spend no time on campus outside of class time, which was more than twice as high for part-timers, differences in time on campus were not as great as might be expected.

Chart Two.

Percent of Part- and Full-Time Students Spending Specific Hours on Campus

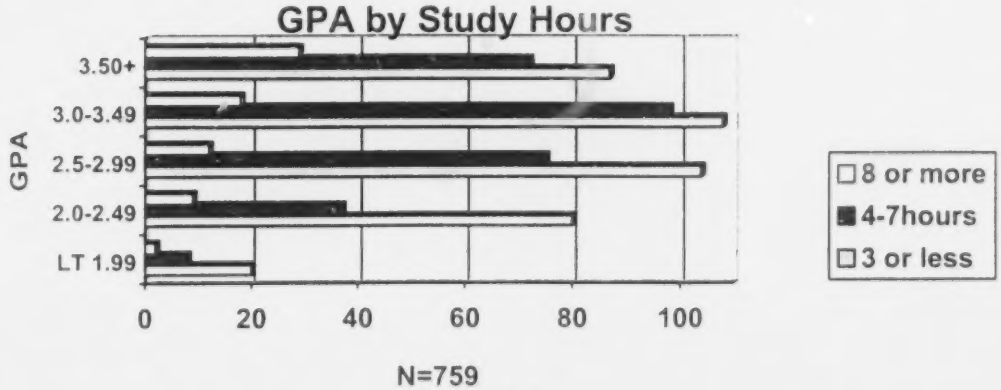


Students were asked to self-report the range of their current grade point averages. Since there is no tie on the YESS Survey to the student database, there is no way to tell how accurate these reports are. Nonetheless, their reports are of interest, as is an examination of how the GPA categories relate to the amount of time spent studying. As shown on Table Four, 19% had GPAs less than 2.50, 23% had GPAs between 2.50 and 2.99, 27% were between 3.00 and 3.49, and 22% were at 3.50 or higher.

The relationship between reported GPA and reported hours of study per week for a typical three-credit class is presented in Chart Three. It will be remembered that

Chart Three.

GPA by Study Hours

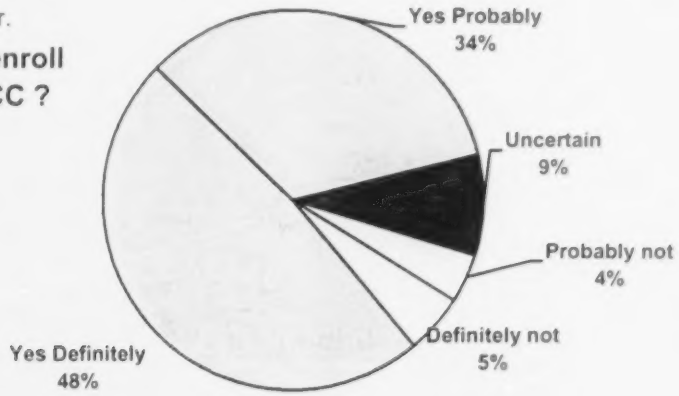


among all students, more than half reported studying three hours or less. In general it can be said that among those with GPAs of 3.50 and higher, there were more students who studied eight or more hours a week than there were in any other GPA category.

"If you had it to do over again, would you enroll at HCC?" This question was asked of student respondents and 48% of them said, " Yes, definitely." An additional 34% of respondents said they would probably enroll again, for a total of 82% responding positively to that question. Nine percent were uncertain, and another nine percent said they would probably or definitely not do it again.

Chart Four.

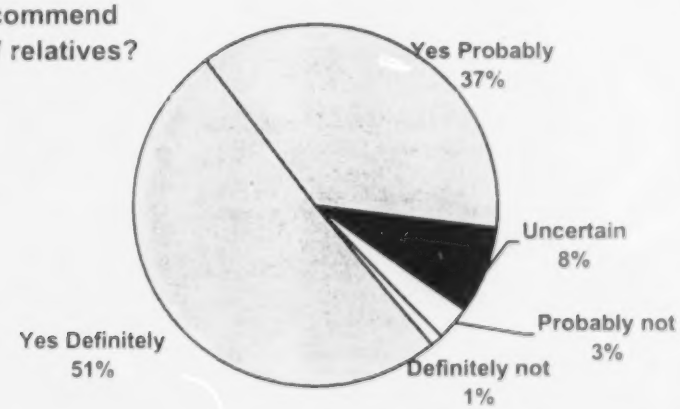
Would you enroll again at HCC ?



"Would you recommend HCC to your friends or relatives?" As far as recommending HCC to friends or relatives, 88% responded that they definitely or probably would do so. Eight percent of the student respondents were uncertain about that recommendation, and 4% said they would probably or definitely not recommend HCC.

Chart Five.

Would you recommend HCC to friends/ relatives?



Ratings on College Services

Student satisfaction ratings of college services. The YESS Survey covers four major areas, each with a different number of items that students rate on a five-point satisfaction scale ranging from Very Dissatisfied (1) to Very Satisfied (5). A category is also available for "Not used/not applicable." Responses in the latter category were not included in calculating the mean service ratings. The first section of the survey is on college services. This year the item on the Cafeteria was expanded to cover two aspects: food quality and menu variety and was treated as two items. Financial Aid Services was also expanded to two items. One specifies helpfulness of counselors and the other the amount of aid received. As shown on Table Five and on Chart Six, ratings on the 19 services ranged from 3.28 to 4.09, all relatively high ratings on a five-point scale. The overall mean on the College Services section of the survey was 3.75.

Two services were rated at or above 4.0: *Library* and *Admissions services*, with *College publications* and *Test Center* close behind, each with 3.99. Pointing out those services that had means below 3.50 is one way of selecting areas upon which to focus further discussion and for the development of improvement strategies. On this year's survey there are three items covering two services under 3.50: *Cafeteria: menu variety* (3.36), *Cafeteria: food quality* (3.35), and *Parking* (3.37).

To be able to further distinguish differences between service ratings, we combined percentages of "Satisfied" and "Dissatisfied" on Table Five and have provided the response distribution for each service. We can thus see that while the *Library* had the highest mean and the highest percentage of satisfied respondents (80%), it did not have the lowest percentage of dissatisfied responses (4%). Two other services had lower percents of dissatisfied responses: *Test Center* and *College publications*. From a quality control perspective it may be informative to identify services with dissatisfaction rates over 10%. Five services covered by seven items fall into this category: *Financial Aid: helpfulness of counselors (10%), Tuition & fee payment procedures* (10%), *Telephone Registration (14%), Financial Aid: amount of aid* (15%), *Cafeteria: menu variety* (16%), *Cafeteria: food quality* (17%), and *Parking* (24%).

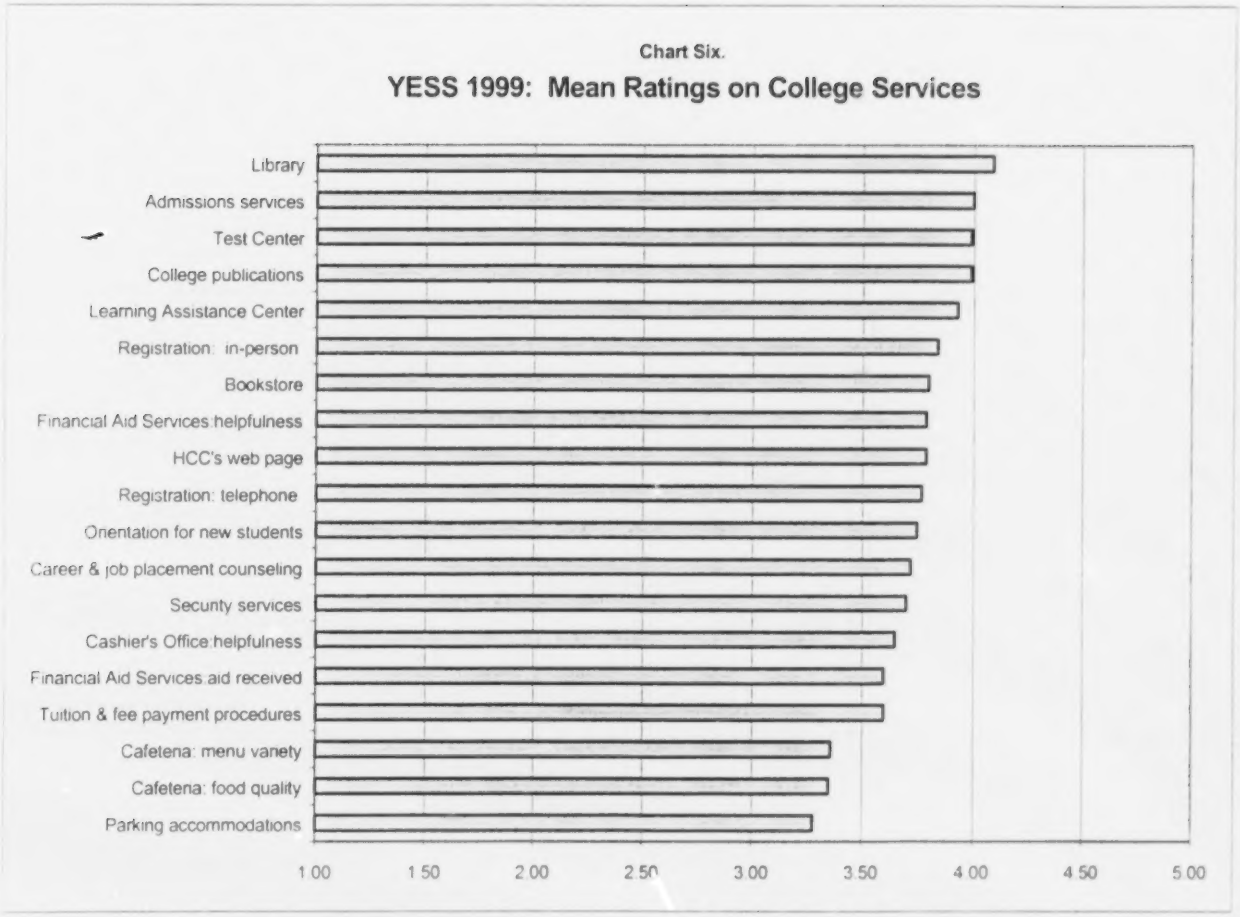
It should be noted that shortly after its inception, *Telephone Registration* became the highest rated college service (4.19 last year). This year the implementation of a new computer system affected many areas of student service. For a period of time prior to the administration of the YESS Survey, students were unable to pay their tuition bills over the telephone and they experienced other difficulties in telephone registration because of the linkages to the new computer system. It is not surprising that these problems resulted in lower ratings for telephone registration. It is indeed surprising that other areas of student services did not see a similar decline in ratings.

Table Five.

STUDENTS' RATINGS ON SERVICES:
MEAN RATINGS AND SATISFACTION LEVELS

College Services	Mean	Standard Deviation	% Satisfied	% Neutral	% Dissatisfied
1. Library	4.09	0.82	80.1	16.3	3.6
2. Admissions services	4.00	0.80	79.5	16.6	4.0
3. College publications	3.99	0.76	78.3	18.4	3.2
4. Test Center	3.99	0.77	74.9	23.3	1.7
5. Learning Assistance Center	3.93	0.93	68.3	26.0	5.7
6. Registration: telephone	3.84	1.10	72.7	13.6	13.8
7. Bookstore	3.80	0.90	70.2	22.1	7.7
8. Financial Aid Services: helpfulness	3.79	1.03	65.8	24.1	10.1
9. HCC's web page	3.79	0.85	67.7	26.4	6.0
10. Registration: in-person	3.77	0.92	68.0	24.1	7.9
11. Orientation for new students	3.75	0.86	63.3	31.6	5.1
12. Cashier's Office: helpfulness of cashiers	3.72	0.89	62.8	30.1	7.1
13. Security services	3.70	0.94	60.8	32.2	7.0
14. Career & job placement counseling	3.65	0.94	55.8	36.5	7.8
15. Financial Aid Services: amount of aid	3.60	1.13	59.3	25.8	14.9
16. Tuition & fee payment procedures	3.60	0.95	59.0	30.5	10.4
17. Cafeteria: menu variety	3.36	0.99	46.6	37.8	15.7
18. Cafeteria: food quality	3.35	1.01	46.6	36.5	16.9
19. Parking accommodations	3.28	1.16	49.9	26.3	23.8

Chart Six.



In past years we have examined the rating for the Financial Aid Office by those who actually received aid and those who did not and there was a considerable difference in the ratings. This year there were two items for the Financial Aid Office - one rating helpfulness of counselors and one for the amount of aid received. The effect of the ratings given by those who applied for aid and were not eligible can readily be seen in the following table. Their 2.70 rating on *Amount of Aid* pulled down the overall rating on that item. For those who need and receive aid, the rating was 4.01.

Table Six.
MEAN RATINGS ON FINANCIAL AID OFFICE

Need for Financial Aid	Helpfulness of Counselors	Amount of Aid
Need and receive aid	4.07	4.01
Need it, not eligible	3.49	2.70
Need it, have not applied	3.53	3.39
Maybe, need info	3.54	3.50
Do not need aid	3.60	3.56
Overall Mean	***3.78***	***3.62***

Full- and part-time students' ratings of college services. On the YESS Survey students indicated whether they were taking one to five, six to eleven, or 12 or more credits. The latter category is considered full time. It will be remembered that the examination of demographics indicated that there was an over-representation of full-time students in the YESS Survey sample. That fact should be taken into consideration when these results are interpreted.

There were differences in the ratings between full- and part-time students. Of the 19 services on this section of the survey, part-time students rated all but six higher than full-time students. The overall means for the two groups showed that part-timers were slightly more positive than full-timers, with a mean of 3.77 compared to full-timers' mean of 3.71. The six items rated higher by full-time students were: *Cafeteria: menu variety, Financial Aid: amount, Learning Assistance Center, Library, Orientation for new students, and Telephone registration.* There were three areas for which differences between full-/part-time ratings were significant, all with part-time students giving higher ratings: *Admissions services, Bookstore,* and *Parking.*

Table Seven.
RATINGS ON COLLEGE SERVICES BY PART-TIME/FULL-TIME STATUS

Services	Mean	Part-Time N=466	Full-Time N=416	Difference
1. Library	4.09	4.04	4.13	-0.09
2. Admissions services	4.00	4.06	3.93	0.13 *
3. College publications	3.99	4.01	3.96	0.05
4. Test Center	3.99	4.03	3.95	0.08
5. Learning Assistance Center	3.93	3.89	3.96	-0.07
6. Registration: telephone	3.84	3.90	3.78	0.12
7. Bookstore	3.80	3.87	3.72	0.15 *
8. Fin. Aid Serv.: helpfulness of counselors	3.79	3.81	3.75	0.06
9. HCC's web page	3.79	3.80	3.77	0.03
10. Registration: in-person	3.77	3.73	3.81	-0.08
11. Orientation for new students	3.75	3.75	3.78	-0.03
12. Cashier's Office: helpfulness of cashiers	3.72	3.78	3.66	0.12
13. Security services	3.70	3.73	3.65	0.08
14. Career & job placement counseling	3.65	3.69	3.59	0.10
15. Financial Aid Services: amount of aid received	3.60	3.60	3.64	-0.04
16. Tuition & fee payment procedures	3.60	3.63	3.56	0.07
17. Cafeteria: menu variety	3.36	3.34	3.38	-0.04
18. Cafeteria: food quality	3.35	3.35	3.35	0.00
19. Parking accommodations	3.28	3.34	3.18	0.16 *

*This difference was found to be statistically significant at the 0.05 level or greater.

Day and evening students' ratings of college services. Students were asked to categorize themselves as day (taking 50% or more of their classes *before* 5:00 p.m.) evening (taking 50% or more of their classes *after* 5:00 p.m.), or as having an even split of class times. Significance tests were not run for those 123 students who chose the latter category. Table Seven shows ratings of day and evening students on college services. Interestingly, day students rated nine of the nineteen services higher than did evening students, nine were rated lower, and one the same. None of the differences in ratings were significant. The greatest differences were seen for: *Cashier's Office*, *Career & job counseling*, and *Learning Assistance Center*, all with day students giving higher ratings. Overall mean ratings on this section of the survey were 3.74 for day students, 3.76 for evening students, and 3.71 for those with a split schedule.

Table Eight

RATINGS ON COLLEGE SERVICES BY DAY/EVENING SCHEDULE

Services	Overall Mean	Split Schedule	Day N=499	Evening N=256	Day/ Evening Difference
1. Library	4.09	4.07	4.08	4.12	-0.04
2. Admissions services	4.00	3.88	3.99	4.06	-0.07
3. College publications	3.99	4.02	3.97	4.01	-0.04
4. Test Center	3.99	4.17	3.95	3.96	-0.01
5. Learning Assistance Center	3.93	3.94	3.97	3.79	0.18
6. Registration: telephone	3.84	3.94	3.78	3.92	-0.14
7. Bookstore	3.80	3.73	3.78	3.87	-0.09
8. Fin. Aid: helpfulness of counselors	3.79	3.49	3.77	3.77	0.00
9. HCC's web page	3.79	3.81	3.77	3.81	-0.04
10. Registration: in-person	3.77	3.73	3.80	3.72	0.08
11. Orientation for new students	3.75	3.77	3.77	3.73	0.04
12. Cashier's Office: helpfulness of cashiers	3.72	3.74	3.69	3.78	-0.09
13. Security services	3.70	3.81	3.69	3.63	0.06
14. Career & job placement counseling	3.65	3.73	3.67	3.47	0.20
15. Financial Aid: amount of aid received	3.60	3.49	3.66	3.62	0.04
16. Tuition & fee payment procedures	3.60	3.50	3.63	3.57	0.06
17. Cafeteria: menu variety	3.36	3.18	3.45	3.25	0.20
18. Cafeteria: food quality	3.35	3.10	3.41	3.37	0.04
19. Parking accommodations	3.28	3.15	3.24	3.37	-0.13

Differences among racial groups in their ratings of college services. The three major racial groups at HCC considered in this analysis are: Whites, African Americans, and Asians. There has been a trend on past YESS Surveys for African American students to give higher ratings than the other two groups. That trend continued this year, with African Americans rating 11 of the 19 services higher than Whites or Asians. Asian students, on the other hand, rated 12 of the 19 services lower than the other two groups. A comparison of the overall means for the three racial groups clearly shows this pattern in ratings. The overall mean for African Americans on these 19 services was 3.85, for Whites 3.74, and for Asians, 3.71. Asian students' ratings were generally somewhat higher this year than they have been in the past. Last year, for example, their overall mean was 3.58.

Significant differences between pairs of racial groups were seen between Whites and African Americans, all with African American ratings higher, for: *Admissions services, Career & job counseling, Financial Aid: helpfulness of counselors*, and *Telephone registration.* There were significant differences between Whites and Asians, with Asians lower, in their ratings of *Cafeteria: food quality* and *Cafeteria: menu variety.* Whites rated *HCC's web page* significantly higher than Asians. Areas of significant differences between African Americans and Asians, all with lower ratings by Asian students, were: *Cafeteria: food quality, Cafeteria: menu variety, Orientation for new students, and Tuition & fee payment procedures.*

Table Nine.

RATINGS ON COLLEGE SERVICES BY RACIAL/ETHNIC GROUP

Services	Ratings			Differences		
	White N=566	African American N=125	Asian/ Pac. Isl. N=57	White/ African American	White/ Asian	African Amer./ Asian
1. Admissions services	3.97	4.13	4.02	0.16 *	-0.05	0.11
2. Bookstore	3.79	3.92	3.75	0.13	0.04	0.17
3. Cafeteria: food quality	3.38	3.58	2.96	0.20	0.42 *	0.62 *
4. Cafeteria: menu variety	3.43	3.53	3.00	0.10	0.43 *	0.53 *
5. Cashier's Office: helpfulness of cashiers	3.77	3.77	3.61	0.00	0.16	0.16
6. Career & job placement counseling	3.59	3.84	3.84	0.25 *	-0.25	0.00
7. College publications	3.97	4.03	3.96	0.06	0.01	0.07
8. Fin. Aid: helpfulness of counselors	3.70	3.96	3.90	0.26 *	-0.20	0.06
9. Fin. Aid: amount of aid received	3.57	3.63	3.89	0.06	-0.32	-0.26
10. HCC's web page	3.77	3.79	4.02	0.02	-0.25 *	-0.23
11. Learning Assistance Center	3.90	4.01	3.89	0.11	0.01	0.12
12. Library	4.05	4.10	4.16	0.05	-0.11	-0.06
13. Orientation for new students	3.75	3.97	3.66	0.22	0.09	0.31 *
14. Parking accommodations	3.29	3.15	3.33	-0.14	-0.04	-0.18
15. Registration: in-person	3.78	3.82	3.68	0.04	0.10	0.14
16. Registration: telephone	3.80	4.05	3.76	0.25 *	0.04	0.29
17. Security services	3.68	3.86	3.59	0.18	0.09	0.27
18. Test Center	3.98	4.00	4.00	0.02	-0.02	0.00
19. Tuition & fee payment procedures	3.57	3.75	3.38	0.18	0.19	0.37 *

*This difference was found to be statistically significant at the 0.05 level or greater.

Ratings on Instructional Topics

Students satisfaction ratings of instructional topics. On the 1999 YESS Survey there were twelve items that asked students to rate their satisfaction with instructional topics. In general, it can be said that students were relatively satisfied with the instructional area. Table Ten and Chart Seven show that ratings on this section of the survey were high, ranging from 3.53 to 4.14, with an overall rating of 3.90. All ratings except one, in fact, were above 3.77. The five highest areas, all rated at or above 3.99 and all with greater than 76% satisfied were: *Class size, Overall quality of your learning experience, Quality of labs, Quality of instruction overall,* and *Attitude of faculty towards students.* There were two areas that had 10% or higher dissatisfaction levels*: Academic advice/assistance in course planning* and *Availability of courses you wanted at a convenient time and place.*

Chart Seven.

YESS 1999: Mean Ratings on Instructional Items

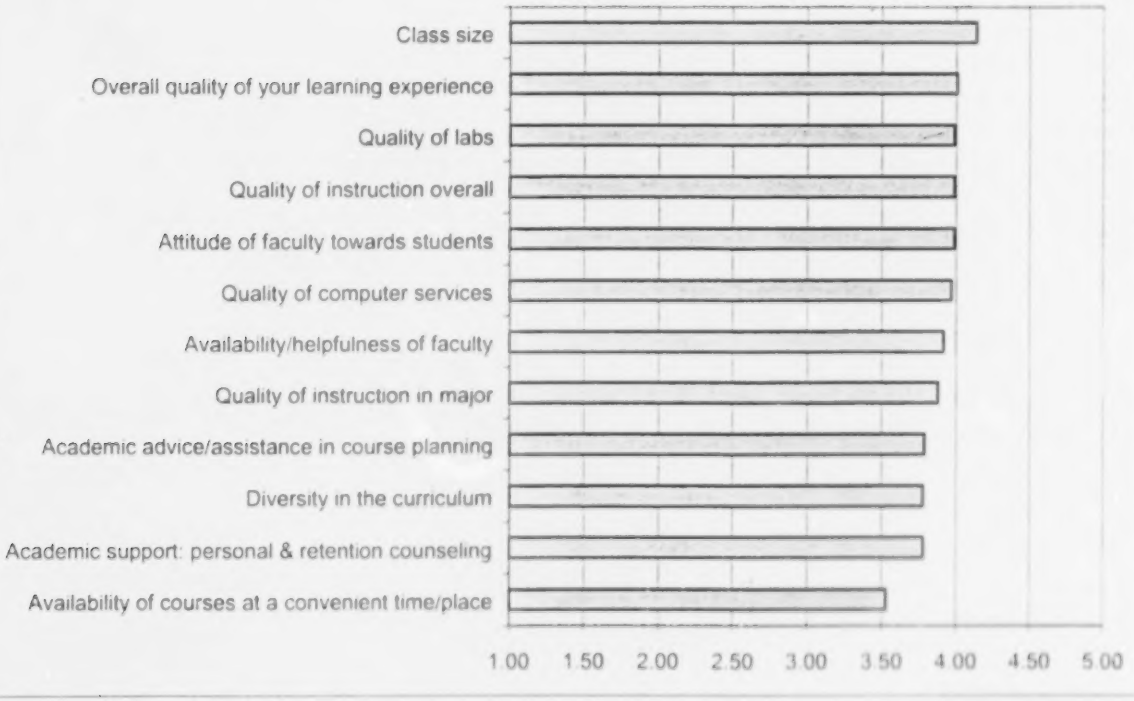


Table Ten.

STUDENTS' RATINGS ON INSTRUCTIONAL TOPICS: MEAN RATINGS AND SATISFACTION LEVELS

Instructional Topics	Mean	Standard Deviation	% Satisfied	% Neutral	% Dissatisfied
1. Class size	4.14	0.73	84.1	14.2	1.7
2. Overall quality of your learning experience	4.01	0.78	79.5	17.0	3.7
3. Attitude of faculty towards students	3.99	0.79	76.0	21.0	3.0
4. Quality of instruction overall	3.99	0.77	77.5	19.2	3.3
5. Quality of labs	3.99	0.83	78.2	17.2	4.6
6. Quality of computer services	3.97	0.86	75.8	19.4	4.8
7. Availability/helpfulness of faculty	3.92	0.82	73.9	21.1	5.1
8. Quality of instruction in major	3.88	0.93	70.8	22.1	7.0
9. Academic advice/assistance in course planning	3.79	0.98	66.3	23.8	9.8
10. Academic support: persn/retention counseling	3.78	0.88	64.8	29.9	5.3
11. Diversity in the curriculum	3.78	0.81	66.6	28.6	4.9
12. Availability of courses at convenient time/place	3.53	0.98	57.8	25.8	16.3

Full- and part-time students' ratings of instructional topics. As noted above, ratings on this section of the survey were quite high. Part-time students were generally more positive in their ratings of instructional topics than were full-time students, rating seven of the eleven items higher. Part-time students had on overall mean on this section of the survey of 3.92, compared to 3.88 for full-timers. As seen on Table Eleven, part-time students rated four topics over 4.00: Class *size*, *Overall quality of your learning experience*, *Quality of instruction overall*, and *Attitude of faculty towards students*. Full-time students agreed that *Class size* deserved a rating over 4.00 and also gave ratings over 4.00 to *Quality of computer services* and *Quality of labs*. There were no significant differences between full- and part-time students in their ratings on instructional topics. Neither group gave any instructional item a rating under 3.50. For each group the item rated lowest was *Availability of courses you wanted at a convenient time and place*, with a 3.64 from part-time students and a 3.52 from full-time students.

Table Eleven.

RATINGS ON INSTRUCTIONAL TOPICS BY PART-TIME/FULL-TIME STATUS

Instructional Topics	Overall Mean	Part-Time N=466	Full-Time N=416	Difference
1. Class size	4.14	4.15	4.14	0.01
2. Overall quality of your learning experience	4.01	4.06	3.96	0.10
3. Attitude of faculty towards students	3.99	4.03	3.95	0.08
4. Quality of instruction overall	3.99	4.04	3.94	0.10
5. Quality of labs	3.99	3.98	4.00	-0.02
6. Quality of computer services	3.97	3.94	4.01	-0.07
7. Availability/helpfulness of faculty	3.92	3.95	3.88	0.07
8. Quality of instruction in major	3.88	3.94	3.82	0.12
9. Academic advice/assistance in course planning	3.79	3.79	3.79	0.00
10. Academic support: personal & retention counseling	3.78	3.77	3.79	-0.02
11. Diversity in the curriculum	3.78	3.78	3.81	-0.03
12. Availability of courses at a convenient time/place	3.53	3.56	3.51	0.05

Day and evening students' ratings of instructional topics. Day students tended to be somewhat more positive in their ratings of instructional topics than evening students, giving seven of the twelve items higher ratings. Day students' overall mean for this section of the survey was 3.92, compared to 3.89 for evening students. As seen on Table Twelve, there were two areas of significant difference between the two groups: *Academic support: personal & retention counseling* and *Quality of computer services*, each with day students giving higher ratings than evening students.

Table Twelve.

RATINGS ON INSTRUCTIONAL TOPICS BY DAY/EVENING SCHEDULE

Instructional Topics	Overall Mean	Split N=123	Day N=499	Evening N=256	Day/ Evening Difference
1. Class size	4.14	4.12	4.13	4.20	-0.07
2. Overall quality of your learning experience	4.01	4.07	4.00	4.04	-0.04
3. Attitude of faculty towards students	3.99	3.95	3.99	4.02	-0.03
4. Quality of instruction overall	3.99	3.99	3.99	4.02	-0.03
5. Quality of labs	3.99	4.05	4.03	3.89	0.14
6. Quality of computer services	3.97	3.96	4.03	3.87	0.16 *
7. Availability/helpfulness of faculty	3.92	3.88	3.94	3.91	0.03
8. Quality of instruction in major	3.88	3.88	3.86	3.95	-0.09
9. Acad. advice/assistance in course planning	3.79	3.71	3.83	3.73	0.10
10. Acad. support: personal/retention counseling	3.78	3.73	3.84	3.67	0.17 *
11. Diversity in the curriculum	3.78	3.88	3.79	3.74	0.05
12. Avail. of courses at a convenient time/place	3.53	3.45	3.57	3.52	0.05

*This difference was found to be statistically significant at the 0.05 level or greater.

Ratings by students of different racial groups on instructional topics. In a departure from past surveys, White students gave higher ratings to more instructional items than did African American students. (See Table Thirteen.) White students had on overall mean of 3.92 and rated six of the twelve items higher than the other two groups, African American students' overall mean was also 3.92 and they rated four of the twelve higher and those two groups tied on two items. Asian students had a mean of 3.80 and rated all instructional items lower than the other two groups. Whites gave ratings of 4.00 or higher to five items, African Americans gave that high a rating to four items and Asians gave one area a rating above 4.00 (*Class size*).

Significant differences between White and African American students were found for *Academic advice/assistance in course planning* and *Academic support: personal & retention counseling*, both with African Americans giving higher ratings. Asians differed significantly from White students on three items, with Whites giving the higher ratings: *Attitude of faculty toward students*, *Quality of instruction overall*, and *Quality of labs*. For one item (as compared to all but one last year) there was a significant difference in the ratings of African American and Asian students: *Academic support: personal & retention counseling*. It should be noted that Asian students' ratings were considerably higher on this year's survey than they were last year. While the other two groups did not change dramatically, Asian students' overall rating on instructional topics went from 3.53 in 1998 to 3.78 in 1999.

Table Thirteen.

RATINGS ON INSTRUCTIONAL TOPICS BY RACIAL/ETHNIC GROUP

	Ratings			Differences		
Survey Items on Instructional Topics	White	African Amer.	Asian/ Pacific Islander	White/ African Amer.	White/ Asian	African Amer./ Asian
1. Academic advice in course planning	3.73	3.95	3.69	0.22 *	0.04	0.26
2. Acad. support: personal/retention counseling	3.73	4.02	3.67	0.29 *	0.06	0.35 *
3. Avail. of courses at a convenient time/place	3.54	3.64	3.49	0.10	0.05	0.15
4. Availability/helpfulness of faculty	3.94	3.88	3.81	-0.06	0.13	0.07
5. Attitude of faculty towards students	4.03	3.91	3.81	-0.12	0.22 *	0.10
6. Class size	4.16	4.08	4.02	-0.08	0.14	0.06
7. Diversity in the curriculum	3.85	3.70	3.73	-0.15	0.12	-0.03
8. Overall quality of your learning experience	4.05	3.96	3.85	-0.09	0.20	0.11
9. Quality of instruction in major	3.90	3.90	3.84	0.00	0.06	0.06
10. Quality of instruction overall	4.03	4.03	3.80	0.00	0.23 *	0.23
11. Quality of computer services	3.98	4.01	3.96	0.03	0.02	0.05
12. Quality of labs	4.01	3.98	3.70	-0.03	0.31 *	0.28

*This difference was found to be statistically significant at the 0.05 level or greater.

Ratings on Campus Environment/Student Activities

Student satisfaction ratings of campus environment/student activities. There are eleven items on the YESS Survey that ask for students' ratings of the campus environment and student activities. Table Fourteen and Chart Eight show that the ratings on these items ranged from 3.32 to 3.99. The overall mean was 3.70, making if 0.20 lower than the mean for instructional topics. The highest rated item in this section, *General condition of buildings/grounds*, was rated 3.99, and 75% of the respondents expressed satisfaction in this area, and only 2% were dissatisfied. More than half (six) of the items in this section were rated under 3.50: *Student clubs, Student Government Association, Physical ed facility, Student newspaper, College social life*, and *Sports/athletic programs.* In addition, of those items, the last four had dissatisfaction rates higher than 10%. The highest rates of dissatisfaction were seen for *Physical Education facility* (17%) and *Sports/athletic programs* (15%).

Chart Eight.

YESS 1999: Mean Ratings on Campus Environment/Student Activities

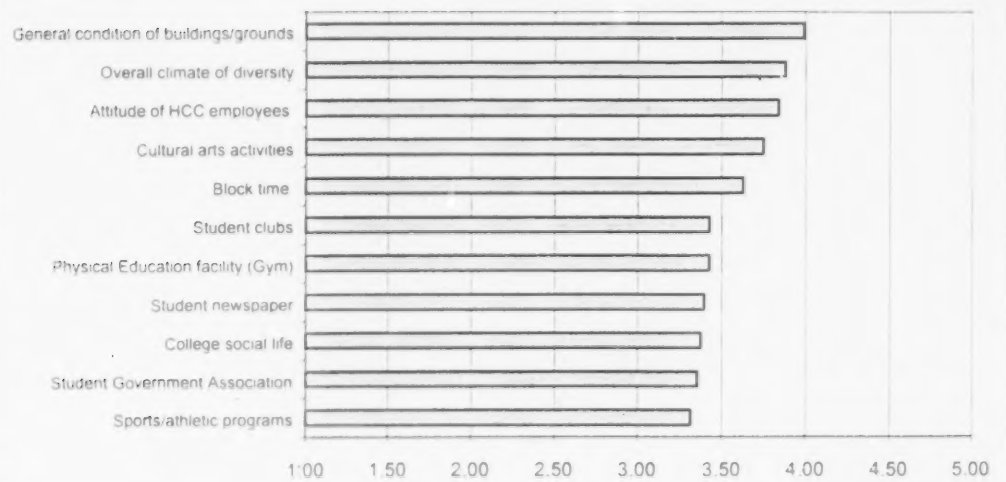


Table Fourteen.

RATINGS ON CAMPUS ENVIRONMENT/STUDENT ACTIVITIES BY SATISFACTION LEVEL

Survey Items on Environment & Activities	Mean	Standard Deviation	% Satisfied	% Neutral	% Dissatisfied
1. General condition of buildings/grounds	3.99	0.735	78.1	20.0	2.0
2. Overall climate of diversity	3.88	0.767	71.4	26.4	2.3
3. Attitude of HCC employees toward students	3.84	0.847	66.5	29.6	3.8
4. Cultural arts activities (art gallery, plays, etc.)	3.75	0.825	60.8	35.1	4.1
5. Block time (Tues. 12:30-2:00)	3.63	0.881	54.1	39.1	6.7
6. Physical Education facility (Gym)	3.43	1.130	51.0	32.2	16.8
7. Student clubs	3.43	0.890	43.0	48.0	9.0
8. Student newspaper	3.40	0.902	44.0	44.6	11.4
9. College social life	3.38	0.929	42.2	45.7	12.1
10. Student Government Association	3.36	0.852	36.0	57.0	7.0
11. Sports/athletic programs	3.32	1.020	41.4	43.4	15.1

Full- and part-time students' ratings of campus environment/student activities. Part-time students tended to be more positive than full-time students in their ratings of the campus environment and college activities, giving seven of the eleven items higher ratings than did full-time students (see Table Fifteen). Overall means were 3.74 for part-time students and 3.66 for full-time students. Both groups gave their highest ratings to *General condition of buildings/grounds*. Part-time students' lowest rating was for *Student Government Association* (3.30) and full-time students' lowest rating was for *Sports/athletic programs* (3.20), tied for the lowest rating on an item by any sub-group on this section of the survey.

There were significant differences between full- and part-time students on: *Sports/athletic programs*, *Physical Education facility*, *College social life*, and *Cultural arts activities*, all with part-time students giving significantly higher ratings. Attention should be paid to those items rated less than 3.50. Full-time students rated the following under 3.50: *Student newspaper*, *Student clubs*, *Student Government Association*, *Sports/athletic programs*, and *College social life*. Part-time students rated those same items and *Physical Education facility* under 3.50.

Table Fifteen.

RATINGS ON CAMPUS ENVIRONMENT & STUDENT ACTIVITIES BY PART-TIME/FULL-TIME STATUS

Survey Items on Environment & Activities	Mean	Part-time N=466	Full-time N=416	Difference
1. Attitude of HCC employees toward students	3.84	3.85	3.82	0.03
2. Block time (Tues. 12:30-2:00)	3.63	3.57	3.67	-0.10
3. College social life	3.38	3.49	3.32	0.17 *
4. Cultural arts activities (art gallery, plays, etc.)	3.75	3.84	3.67	0.17 *
5. General condition of buildings/grounds	3.99	3.97	4.01	-0.04
6. Overall climate of diversity	3.88	3.86	3.91	-0.05
7. Physical Education facility (Gym)	3.43	3.60	3.27	0.33 *
8. Sports/athletic programs	3.32	3.47	3.20	0.27 *
9. Student clubs	3.43	3.44	3.40	0.04
10. Student Government Association	3.36	3.30	3.39	-0.09
11. Student newspaper	3.40	3.43	3.39	0.04

*This difference was found to be statistically significant at the 0.05 level or greater.

Day and evening students' ratings of campus environment/student activities. In their ratings of the campus environment and activities, day students seemed to be more positive than evening students, rating ten of the eleven items higher than evening students. Yet students with a split schedule gave higher ratings than day students to five of those items and gave six items ratings over 3.50. As can be seen on Table Sixteen, day students' ratings ranged from 3.30 to 4.00 with an overall mean of 3.70, and they rated five items over 3.50. This compares to four items rated over 3.50 and a range of 3.20 to 3.99 and an overall mean of 3.72 for the evening students. Areas rated less than 3.50 by both groups were: *Student newspaper, College social life, Sports/athletic programs, Student clubs, Physical Education facility*, and *Student Government Association.* In addition, evening students rated *Block time* under 3.50.

Table Sixteen.

RATINGS ON CAMPUS ENVIRONMENT & ACTIVITIES BY DAY/EVENING STATUS

Survey Items on Environment & Activities	Overall Mean	Split N=123	Day N=499	Evening N=256	Day/Evening Difference
1. Attitude of HCC employees toward students	3.84	3.72	3.88	3.80	0.08
2. Block time (Tues. 12:30-2:00)	3.63	3.48	3.71	3.46	0.25 *
3. College social life	3.38	3.35	3.40	3.39	0.01
4. Cultural arts activities (art gallery, plays, etc.)	3.75	3.92	3.73	3.67	0.06
5. General condition of buildings/grounds	3.99	3.98	4.00	3.99	0.01
6. Overall climate of diversity	3.88	3.91	3.91	3.82	0.09
7. Physical Education facility (Gym)	3.43	3.64	3.35	3.41	-0.06
8. Sports/athletic programs	3.32	3.41	3.30	3.27	0.03
9. Student clubs	3.43	3.63	3.40	3.32	0.08
10. Student Government Association	3.36	3.42	3.39	3.20	0.19
11. Student newspaper	3.40	3.33	3.48	3.24	0.24

*This difference was found to be statistically significant at the 0.05 level or greater.

Ratings by students of different racial groups on campus environment/student activities. Table Seventeen shows that when compared across the three major racial groups at HCC, African American and White students each gave the highest ratings on a different five of the eleven items in this section of the survey. Asian students gave the lowest ratings on ten of the eleven items. Overall means were 3.70 for African American students, 3.73 for White students, and 3.57 for Asian students. There were no significant differences between African American and White students' ratings on these items. Between White and Asian students there was a significant difference in ratings for *Overall climate of diversity*. Ratings under 3.50 were given by each of the three groups to: *Sports/athletic programs*, *Student clubs*, *Student Government Association*, and *Student newspaper*. Additionally, White and Asian students gave *Physical Education facility* and *College social life* ratings below 3.50.

Table Seventeen.

RATINGS ON CAMPUS ENVIRONMENT & ACTIVITIES BY RACIAL/ETHNIC GROUP

Environment & Activities	Ratings			Differences		
	White	African Amer.	Asian/ Pacific Island	White/ African Amer.	White/ Asian	African Amer/ Asian
1. General condition of buildings/grounds	4.01	3.97	3.87	-0.04	0.14	0.10
2. Overall climate of diversity	3.91	3.83	3.69	-0.08	0.22 *	0.14
3. Attitude of HCC employees toward students	3.82	3.86	3.77	0.04	0.05	0.09
5. Cultural arts activities (art gallery, plays, etc.)	3.79	3.61	3.63	-0.18	0.16	-0.02
6. Block time (Tues.12:30-2:00)	3.61	3.81	3.55	0.20	0.06	0.26
7. Student clubs	3.43	3.35	3.24	-0.08	0.19	0.11
8. College social life	3.35	3.51	3.43	0.16	-0.08	0.08
9. Student Government Association	3.34	3.33	3.27	-0.01	0.07	0.06
10. Student newspaper	3.34	3.47	3.39	0.13	-0.05	0.08
11. Physical Education facility (Gym)	3.33	3.61	3.30	0.28	0.03	0.31
12. Sports/athletic programs	3.28	3.25	3.32	-0.03	-0.04	-0.07

*This difference was found to be statistically significant at the 0.05 level or greater.

Ratings on Student Views of HCC

Satisfaction ratings of student views of HCC. The final section of the 1999 YESS Survey asked students to give their views on how satisfied, since coming to HCC, they were with 15 various aspects of the college. This year, at the request of faculty, four new items were added to this section. They are: *HCC has met your expectations, Technology has helped you learn, Classroom environment is conducive to learning, Coursework is challenging*, and *Your problem-solving/reasoning skills have improved.* As seen on Chart Nine and Table Eighteen, these new items were all rated at 3.90 or above. The top four items overall were: *You feel safe on campus* (4.12), *You feel welcome on this campus* (4.05), *Classroom environment is conducive to learning* (4.00), and *Coursework is challenging* (4.00). The range of ratings for this section was from 3.40 to 4.10, and the overall ratings was 3.93, the highest rating of any section of the survey. All items on this section were rated above 3.50 except one, *Math placement test scores accurately reflect your level* (3.40). This same item had a dissatisfaction percentage of 23%. The only other item with a dissatisfaction percentage over 10% was *Reading/English placement test scores accurately reflect your level*, at 14%.

Chart Nine.

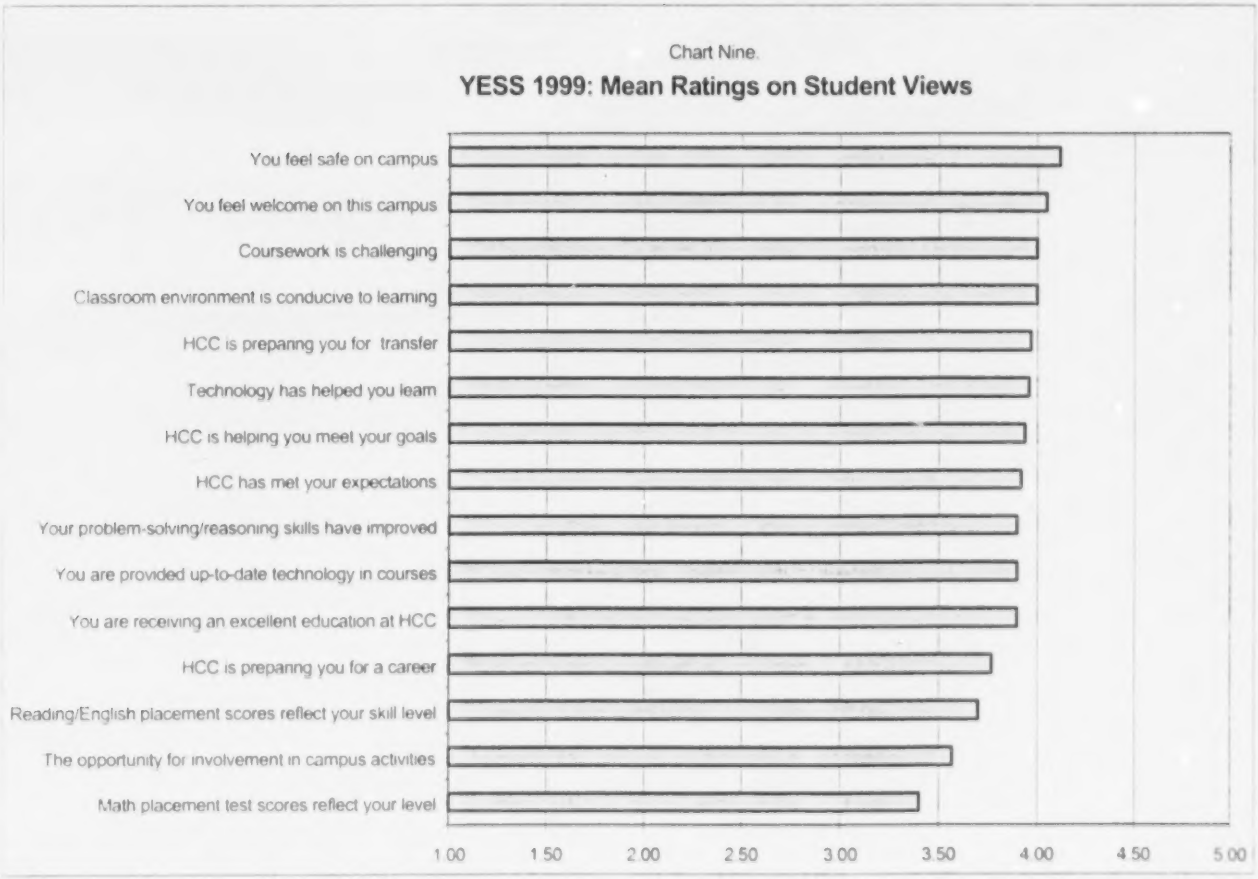

YESS 1999: Mean Ratings on Student Views
You feel safe on campus
You feel welcome on this campus
Coursework is challenging
Classroom environment is conducive to learning
HCC is preparing you for transfer
Technology has helped you learn
HCC is helping you meet your goals
HCC has met your expectations
Your problem-solving/reasoning skills have improved
You are provided up-to-date technology in courses
You are receiving an excellent education at HCC
HCC is preparing you for a career
Reading/English placement scores reflect your skill level
The opportunity for involvement in campus activities
Math placement test scores reflect your level
1.00
1.50
2.00
2.50
3.00
3.50
4.00
4.50
5.00

Table Eighteen.

STUDENTS' RATINGS ON THEIR VIEWS:
MEAN RATINGS AND SATISFACTION LEVELS

Since coming to HCC, how satisfied have you been with the extent to which:	**Mean**	**Standard Deviation**	**% Satisfied**	**% Neutral**	**% Dissatisfied**
1. You feel safe on campus	4.12	0.78	82.0	15.3	2.8
2. You feel welcome on this campus	4.05	0.76	77.8	20.5	1.7
3. Classroom environment is conducive to learning	4.00	0.77	79.2	17.3	3.5
4. Coursework is challenging	4.00	0.79	76.9	19.1	4.0
5. HCC is preparing for transfer	3.97	0.89	73.5	22.0	4.6
6. Technology has helped you learn	3.96	0.81	73.8	23.2	3.0
7. HCC is helping you meet your goals	3.94	0.86	74.1	20.6	5.3
8. HCC has met your expectations	3.92	0.85	72.3	23.0	4.6
9. You are receiving an excellent education	3.90	0.83	71.9	23.9	4.2
10. You are provided up-to-date technology	3.90	0.82	69.3	27.5	3.1
11. Problem-solving/reasoning skills have improved	3.90	0.83	69.4	26.5	4.0
12. HCC is preparing you for a career	3.77	0.92	63.4	29.4	7.3
13. Reading/English scores reflect skill level	3.70	1.10	64.3	21.7	14.0
14. Opportunity for involvement in campus activities	3.57	0.92	51.6	39.1	9.4
15. Your math placement scores reflect your skill level	3.40	1.23	52.3	25.0	22.7

Full- and part-time students' ratings on student views of HCC. Student views of HCC are examined by their full-time/part-time status, and displayed on Table Nineteen. It's difficult to call one group substantially more positive than the other on this section of the survey. Full-time students (overall mean equaled 3.94) rated seven of the fifteen items in this section higher than did part-time students, and part-timers (overall mean equaled 3.92) rated eight items higher.

Full-time students gave significantly higher ratings to the items *HCC is preparing you for transfer* and *Opportunity for involvement in campus activities*. Part-time students rated one item significantly higher than full-time students: *Math placement test scores accurately reflect your level.*

Table Nineteen.

RATINGS ON STUDENT VIEWS BY PART-TIME/FULL-TIME SCHEDULE

Since coming to HCC, how satisfied have you been with the extent to which:	Mean	Part-Time N=466	Full-Time N=416	Difference
1. You feel safe on campus	4.12	4.08	4.17	-0.09
2. You feel welcome on this campus	4.05	4.02	4.08	-0.06
3. Classroom environment is conducive to learning	4.00	4.00	3.99	0.01
4. Coursework is challenging	4.00	3.96	3.97	-0.01
5. HCC is preparing you for transfer to a 4 year college	3.97	3.89	4.02	-0.13 *
6. Technology has helped you learn	3.96	3.90	4.00	-0.10
7. HCC is helping you meet your goals	3.94	3.98	3.90	0.08
8. HCC has met your expectations	3.92	3.94	3.90	0.04
9. You are receiving an excellent education at HCC	3.90	3.91	3.89	0.02
10. You are provided up-to-date technology in courses	3.90	3.85	3.95	-0.10
11. Your problem-solving/reasoning skills have improved	3.90	3.89	3.92	-0.03
12. HCC is preparing you for a career	3.77	3.82	3.74	0.08
13. Reading/English placement scores reflect your skill level	3.70	3.76	3.66	0.10
14. The opportunity for involvement in campus activities	3.57	3.46	3.66	-0.20 *
15. Math placement test scores accurately reflect level	3.40	3.54	3.29	0.25 *

*This difference was found to be statistically significant at the 0.05 level or greater.

Day and evening students' ratings on student views of HCC. Table Twenty shows ratings for day and evening students on student views of HCC. Of the 15 items, day students gave higher ratings to ten and they had an overall mean of 3.94. Evening students' overall mean on this section of the survey was 3.89. Those with a split schedule had an overall mean of 3.96. There were three items for which there were significant differences between day and evening students. Evening students gave a significantly lower rating to *You feel safe on campus*, yet their rating of 4.01 was quite high. The other significant differences were for *HCC is preparing you for transfer*, and *Opportunity for involvement in campus activities* with evening students again giving a significantly lower rating.

Table Twenty.

RATINGS ON ACTIVITIES & VIEWS BY DAY/EVENING SCHEDULE

Activities & Views	Overall Mean	Split Schedule N=123	Day Schedule N=499	Evening Schedule N=256	Day/ Evening Difference
1. You feel safe on campus	4.12	4.18	4.17	4.01	0.16 *
2. You feel welcome on this campus	4.05	4.06	4.07	4.02	0.05
3. Classroom environment is conducive to learning	4.00	4.04	3.98	4.02	-0.04
4. Coursework is challenging	4.00	4.00	3.96	3.96	0.00
5. HCC is preparing you for transfer to a 4 year college	3.97	4.02	4.01	3.83	0.18 *
6. Technology has helped you learn	3.96	3.94	3.97	3.92	0.05
7. HCC is helping you meet your goals	3.94	4.01	3.93	3.95	-0.02
8. HCC has met your expectations	3.92	3.93	3.93	3.91	0.02
9. You are receiving an excellent education at HCC	3.90	3.92	3.93	3.84	0.09
10. You are provided up-to-date technology in courses	3.90	3.91	3.93	3.82	0.11
11. Your problem-solving/reasoning skills have improved	3.90	3.97	3.9	3.88	0.02
12. HCC is preparing you for a career	3.77	3.84	3.75	3.81	-0.06
13. Your reading/English placement scores reflect skill level	3.70	3.72	3.71	3.69	0.02
14. The opportunity for involvement in campus activities	3.57	3.64	3.62	3.38	0.24 *
15. Your math placement test scores accurately reflect level	3.40	3.47	3.35	3.49	-0.14

*This difference was found to be statistically significant at the 0.05 level or greater.

Ratings by students of different racial groups on student views of HCC. As seen in previous student surveys and in some tables above, African American students tend to give more positive ratings than the other two major racial groups at HCC - Whites and Asians. On this section of the survey the overall rating for African American students was 4.00. For Whites it was 3.93, and for Asian students the overall mean was 3.81. Table Twenty-one shows that for thirteen of the fifteen items in this section of the survey, African American students gave higher ratings than Whites and than Asians.

Asian students again exhibited their tendency to give lower ratings than the other two groups, and they did so for almost every item in this section. The two items for which Whites gave a lower score than Asians was *HCC is preparing you for a career* and *Opportunity for involvement in campus activities.* Between White and African American students there were significant differences on two items: You are receiving an excellent education at HCC and *Math placement test scores accurately reflect your level.* African American and Asian students differed significantly on: *You feel safe on campus, You are receiving an excellent education at HCC,* and *You are provided up-to-date technology in courses.* African American students and White students both had significantly higher ratings than Asian students on the item: *You feel welcome on this campus.*

Table Twenty-one.

RATINGS ON STUDENT VIEWS BY RACIAL/ETHNIC GROUP

	Ratings			Differences		
Survey Items On Student Views	White	African Amer.	Asian/ Pacific Islander	White/ African Amer.	White/ Asian	African Amer./ Asian
1. You feel safe on campus	4.11	4.20	3.93	0.09	0.18	0.27 *
2. You feel welcome on this campus	4.07	4.13	3.79	0.06	0.28 *	0.34 *
3. Classroom environment is conducive to learning	4.02	4.04	3.91	0.02	0.11	0.13
4. Coursework is challenging	3.99	3.96	3.85	-0.03	0.14	0.11
5. HCC is preparing you for transfer	3.96	4.01	3.93	0.05	0.03	0.08
6. HCC is helping you meet your goals	3.95	4.02	3.82	0.07	0.13	0.20
7. Technology has helped you learn	3.94	4.02	3.83	0.08	0.11	0.19
8. HCC has met your expectations	3.93	3.99	3.73	0.06	0.20	0.26
9. Your problem-solving skills have improved	3.92	3.87	3.76	-0.05	0.16	0.11
10. You are provided up-to-date tech. in courses	3.90	4.00	3.70	0.10	0.20	0.30 *
11. You are receiving an excellent education at HCC	3.88	4.04	3.72	0.16 *	0.16	0.32 *
12. HCC is preparing you for a career	3.76	3.91	3.85	0.15	0.09	0.06
13. Reading/English scores reflect your skill level	3.69	3.84	3.52	0.15	0.17	0.32
14. The opportunity for involvement in campus activ.	3.51	3.65	3.59	0.14	0.08	0.06
15. Math test scores accurately reflect level	3.37	3.66	3.35	0.29 *	0.02	0.31

*This difference was found to be statistically significant at the 0.05 level or greater.

Comparisons with Previous Student Surveys

Table Twenty-two below shows ratings on the 1999 YESS Survey compared to the 1998 and the 1996 YESS surveys. Items shown on the table are those for which there was comparison data for one or both preceding years. The 1996 YESS Survey is used for comparison instead of the 1997 survey because a different survey (the SACE instrument) was used in 1997.

In comparing the 1999 YESS Survey, to the 1998 YESS Survey there were 34 items that could be directly compared. Of those, 23 went up in their ratings and 11 went down. The eight areas that had positive changes of 0.10 or greater were: *Financial Aid Services, Learning Assistance Center, Orientation for new students, Block time, Student clubs, Student Government Association, Quality of labs.* Those areas that went down by 0.10 or greater between the 1998 and 1999 surveys were: *Cafeteria* and *Telephone registration.* The latter item showed the greatest decline - 0.35.

Comparisons between the 1996 and 1999 YESS Surveys show that almost all areas went up in ratings between 1996 and 1999. There were 13 areas that increased in ratings by 0.20 or greater: *Admissions services, Career & job placement counseling, Financial Aid Services, Learning Assistance Center, Orientation for new students, In-person Registration, Parking, Cultural arts activities, Overall climate of diversity, Safety on campus, Academic advice/assistance, Academic support: personal & retention counseling, Availability/helpfulness of faculty, Diversity in the curriculum,* and *Quality of labs.* Only one area showed a decrease over 0.10 - *Telephone registration.*

When the decline in ratings for telephone registration is put in the context of the extensive changes that were being made to the student information system just prior to the survey administration, that decline is understandable. As noted earlier, it is surprising that there weren't similar drops in the ratings of other student service areas. Some of the other areas affected were: *Admissions services, Cashier's Office, Academic advice/assistance, Bookstore, In-person registration,* and *Test Center.* The fact that these areas raised, maintained, or only slightly declined is a tribute to the extra efforts put forth by staff from those areas during the difficult implementation stage of the new computer system.

Table Twenty-two.

COMPARISON OF RATINGS FROM THREE PAST YESS SURVEYS

Survey Items	1999 YESS Mean	1998 YESS Mean	1996 YESS Mean	Change From 98 To 99	Change From 96 To 99
1. Admissions services*	4.00	4.01	3.47	-0.01	0.53
2. Bookstore	3.80	3.73	3.70	0.07	0.10
3. Cafeteria**	3.36	3.49	3.25	-0.13	0.11
4. Career & job placement counseling*	3.65	3.57	3.32	0.08	0.33
5. Cashier's Office	3.72	3.72	3.68	0.00	0.04
6. College publications	3.99	3.93	3.82	0.06	0.17
7. Financial Aid Services**	3.70	3.57	3.26	0.13	0.44
8. Learning Assistance Center*	3.93	3.76	3.72	0.17	0.21
9. Library	4.09	4.01	3.96	0.08	0.13
10. Orientation for new students*	3.75	3.65	3.34	0.10	0.41
11. Parking accommodations*	3.28	3.37	2.58	-0.09	0.70
12. Registration: in-person	3.77	3.80	3.48	-0.03	0.29
13. Registration: telephone	3.84	4.19	4.06	-0.35	-0.22
14. Test Center	3.99	3.99	3.97	0.00	0.02
15. Block time (Tues. 12:30-2:00)	3.63	3.53	3.54	0.10	0.09
16. College social life	3.38	3.36	3.22	0.02	0.16
17. Cultural arts act. (art gallery, plays, etc.)	3.75	3.63	3.39	0.12	0.36
18. General condition of buildings/grounds	3.99	3.91	3.86	0.08	0.13
19. Overall climate of diversity	3.88	3.85	3.47	0.03	0.41
20. Physical education facility (Gym)	3.43	3.52	3.41	-0.09	0.02
21. Safety on campus*	4.12	4.03	3.55	0.09	0.57
22. Sports/athletic programs	3.32	3.32	3.27	0.00	0.05
23. Student clubs	3.43	3.29	3.29	0.14	0.14
24. Student Government Association	3.36	3.24	3.38	0.12	-0.02
25. Student newspaper	3.40	3.42	3.22	-0.02	0.18
26. Academic advice/assistance in planning	3.79	3.74	3.48	0.05	0.31
27. Academic support: per/retention counseling*	3.78	3.73	3.57	0.05	0.21
28. Attitude of faculty towards students	3.99	3.98	3.85	0.01	0.14
29. Availability/helpfulness of faculty	3.92	3.93	3.65	-0.01	0.27
30. Class size	4.14	4.16	4.02	-0.02	0.12
31. Diversity in the curriculum	3.78	3.82	3.55	-0.04	0.23
32. Quality of instruction in major	3.88	3.91	3.78	-0.03	0.10
33. Quality of instruction overall	3.99	3.97	3.84	0.02	0.15
34. Quality of labs	3.99	3.84	3.64	0.15	0.35

* These items' labels changed from one survey to another.

**In 1999 there were two listings for the Financial Aid Office: one for helpfulness of counselors (3.79) and one for amount of aid received (3.60). These were averaged.

**The Cafeteria also had two listings in 1999. One for food quality (3.35) and one for menu variety (3.36). These were averaged.

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Survey Items Ranked by Mean Scores

While it is helpful to categorize the items on the YESS Survey, it can also be informative to look at an overall ranking of the items. Table Twenty-three presents the items ranked by their mean scores without regard to their topical categories. It can be seen from this table that the range of scores for all items was relatively narrow – from 3.24 to 4.19. Of the 49 items on the survey, 40 of them were rated above 3.50.

Table Twenty-Three.

SURVEY ITEMS RANKED BY MEAN SCORE

Survey Items	Mean
1. Class size	4.14
2. You feel safe on campus	4.12
3. Library	4.09
4. You feel welcome on this campus	4.05
5. Overall quality of your learning experience	4.01
6. Admissions services	4.00
7. Classroom environment is conducive to learning	4.00
8. Coursework is challenging	4.00
9. College publications	3.99
10. Test Center	3.99
11. Attitude of faculty towards students	3.99
12. Quality of instruction overall	3.99
13. Quality of labs	3.99
14. General condition of buildings/grounds	3.99
15. Quality of computer services	3.97
16. HCC is preparing you for transfer to a 4 year college	3.97
17. Technology has helped you learn	3.96
18. HCC is helping you meet your goals	3.94
19. Learning Assistance Center	3.93
20. Availability/helpfulness of faculty	3.92
21. HCC has met your expectations	3.92
22. You are receiving an excellent education at HCC	3.90
23. You are provided up-to-date technology in courses	3.90
24. Your problem-solving/reasoning skills have improved	3.90

Table Twenty-Three, CONTINUED

SURVEY ITEMS RANKED BY MEAN SCORE

Survey Items	Mean
25. Quality of instruction in major	3.88
26. Overall climate of diversity	3.88
27. Registration: telephone	3.84
28. Attitude of HCC employees toward students	3.84
29. Bookstore	3.80
30. Financial Aid Services: helpfulness of counselors	3.79
31. HCC's web page	3.79
32. Academic advice/assistance in course planning	3.79
33. Academic support: personal & retention counseling	3.78
34. Diversity in the curriculum	3.78
35. Registration: in-person	3.77
36. HCC is preparing you for a career	3.77
37. Orientation for new students	3.75
38. Cultural arts activities (art gallery, plays, etc.)	3.75
39. Cashier's Office: helpfulness of cashiers	3.72
40. Security services	3.70
41. Your reading/English placement scores reflect your skill level	3.70
42. Career & job placement counseling	3.65
43. Block time (Tues. 12:30-2:00)	3.63
44. Financial Aid Services: amount of aid received	3.60
45. Tuition & fee payment procedures	3.60
46. The opportunity for involvement in campus activities	3.57
47. Availability of courses you wanted at a convenient time/place	3.53
48. Physical Education facility (Gym)	3.43
49. Student clubs	3.43
50. Student newspaper	3.40
51. Your math placement test scores accurately reflect your level	3.40
52. College social life	3.38
53. Cafeteria: menu variety	3.36
54. Student Government Association	3.36
55. Cafeteria: food quality	3.35
56. Sports/athletic programs	3.32
57. Parking accommodations	3.28

Areas of Excellence. Areas that have earned scores of 4.0 or higher on a five-point scale have traditionally been designated at HCC as "Areas of Excellence." On this year's survey there were eight items that scored that high. Table Twenty-four shows these areas and six others with 3.99 ratings.

Table Twenty-four.
HCC'S AREAS OF EXCELLENCE

	Area	Mean
1.	Class size	4.14
2.	You feel safe on campus	4.12
3.	Library	4.09
4.	You feel welcome on this campus	4.05
5.	Overall quality of your learning experience	4.01
6.	Admissions services	4.00
7.	Classroom environment is conducive to learning	4.00
8.	Coursework is challenging	4.00
9.	College publications	3.99
10.	Test Center	3.99
11.	Attitude of faculty towards students	3.99
12.	Quality of instruction overall	3.99
13.	Quality of labs	3.99
14.	General condition of buildings/grounds	3.99

Another interesting way to look at ratings on the YESS Survey items is to examine the ratings given by the seven sub-groups used in this analysis. If a star is given for each sub-group rating at or above 4.10, there is a potential for an item to become a seven-star area. Below is a table showing all sub-group ratings of 4.10 or above. In this schema, *Class size* receives five stars, *Library* - four stars, and *You feel safe on campus* - three stars. It can also be seen from this table that African American students gave more ratings (four) at or above 4.10 than any other group. Full-time students followed with three ratings over 4.10.

Table Twenty-five.
HIGHEST RATED AREAS BY SUB-GROUPS

Survey Items	Full Time	Part Time	Day	Evening	African Amer.	Asian	White
1. Class size	4.14	4.15	4.13	4.20			4.16
2. Library	4.13			4.12	4.10	4.16	
3. You feel safe on campus	4.17		4.17		4.20		
4. You feel welcome					4.13		
5. Admissions services					4.13		

SUPER STAR AREAS	**Class Size** **Library** **Safety on Campus**	

Areas for Improvement. While a 3.0 is the midpoint on a five-point scale, the relatively high ratings given on HCC's student surveys have led to the custom in prior reporting of these surveys of using ratings below 3.5 as areas to be focused upon for possible improvement initiatives. On this year's YESS Survey, there were ten items covering nine areas that were rated below 3.5. Table Twenty-six shows the areas with ratings below 3.5 that have been designated as priority areas for improvement. On last year's survey *Parking moved* up from its traditional bottom-most rating, but has returned to that place on this year's survey.

Table Twenty-Six.
HCC'S AREAS FOR IMPROVEMENT

Area	Mean
10. Physical Education Facility (Gym)	3.43
9. Student clubs	3.43
8. Student newspaper	3.40
7. Math placement test scores reflect your skill level	3.40
6. College social life	3.38
5. Cafeteria: menu variety	3.36
4. Student Government Association	3.36
4. Cafeteria: food quality	3.35
2. Sports/athletic programs	3.32
1. Parking accommodations	3.28

If a similar examination is done with low ratings as was done with high, and if 3.30 is considered as a cutoff point, it is seen that one item, *Sports/athletic programs*, was given more low ratings (five) than any other. The next least popular items were *Parking* and *Student Government Association*, each with four sub-groups giving them ratings at or below 3.30. Looking at single sub-groups that gave low ratings to a specific item can help units focus improvement activities. For example, the fact that evening students and Asian students gave *Cafeteria: menu variety* the lowest ratings that item received provides a clear direction for change.

Table Twenty-seven.
LOW RATINGS BY SUB-GROUPS

Survey Items	Full Time	Part Time	Day	Evening	African Amer.	Asian	White
1. Sports/athletic programs	3.20		3.30	3.27	3.25		3.28
2. Parking accommodations	3.18		3.24		3.15		3.29
3. Student Government Association	3.30	3.30		3.20		3.27	
4. Physical Education facility (Gym)	3.27					3.30	
5. Cafeteria: menu variety				3.25		3.00	
6. Math placement test scores	3.29						
7. Student clubs						3.24	
8. Student newspaper				3.24			

The Satisfaction Ratio: Favorable Ratings Compared to Unfavorable Ratings

In addition to looking at overall mean ratings and sub-group ratings given to items on the survey, it is useful to know the relative satisfaction/dissatisfaction levels. To get an overview of how satisfied student respondents are with specific services or other aspects of the college, an efficient method has been to develop a single ratio for each survey item. This approach combines the positive ratings (4 and 5) on the scale and also combines the negative ratings (2 and 1) to develop a ratio of positive to negative ratings for each item: the "Satisfaction Ratio." This ratio can then be used to compare scores without regard to the respondents who chose the midpoint or "Neutral" position on the five-point scale. Table Twenty-eight shows the ratios generated when the percentage of positive respondents is divided by the percentage of negative respondents. For example, when examining the first ratio, it can be said that 49.5 times as many respondents gave favorable ratings to the item *You feel welcome on this campus* than gave negative ratings. Similarly, 10 times as many respondents gave the *Quality of instruction in your major* favorable ratings as gave it unfavorable ratings.

When viewed in this light, the ratings given by HCC students seem quite positive. More than half (32) of the 57 items had better than 10 to 1 favorable ratings. In fact, only four items had less than 3- to-1 favorable ratios: *Cafeteria: menu variety*, *Sports/athletic programs*, *Math placement test scores reflect skill level* and *Parking*. From a customer service perspective, however, decisions must be made about at what point a certain satisfaction ratio triggers action. That is, do we say that a satisfaction of seven or above is acceptable, but any that are lower deserve attention?

It will be noticed that there was some shifting of position in the order of the ranked satisfaction ratios as compared to the order of the ranked means. The *Test Center*, for example, tied for the ninth highest mean, but had the third highest satisfaction ratio. Another example is *Overall climate of diversity*, which ranked 25th in overall mean ratings, but had the fifth highest satisfaction ratio. This shifting of rank-ordered positions could have serious consequences for an institution if one or the other of the listings (mean or ratios) is used as the basis for setting priorities in budget allocations or in developing strategies for improvement.

Table Twenty-eight.

THE SATISFACTION RATIO

Survey Items	% Satisfied	% Dissatisfied	Satisfaction Ratio
1. Class size	84.1	1.7	49.5
2. You feel welcome on this campus	77.8	1.7	45.8
3. Test Center	74.9	1.7	44.1
4. General condition of buildings/grounds	78.1	2.0	39.1
5. Overall climate of diversity	71.4	2.3	31.0
6. You feel safe on campus	82.0	2.8	29.3
7. Attitude of faculty towards students	76.0	3.0	25.3
8. Technology has helped you learn	73.8	3.0	24.6
9. College publications	78.3	3.2	24.5
10. Quality of instruction overall	77.5	3.3	23.5
11. Classroom envir. is conducive to learning	79.2	3.5	22.6
12. You are provided up-to-date technology	69.3	3.1	22.4
13. Library	80.1	3.6	22.3
14. Overall quality of your learning experience	79.5	3.7	21.5
15. Admissions services	79.5	4.0	19.9
16. Coursework is challenging	76.9	4.0	19.2

Table Twenty-eight, CONTINUED

THE SATISFACTION RATIO

Survey Items	% Satisfied	% Dissatisfied	Satisfaction Ratio
17. Attitude of HCC employees toward students	66.5	3.8	17.5
18. Your problem-solving skills have improved	69.4	4.0	17.4
19. You are receiving an excellent edu. at HCC	71.9	4.2	17.1
20. Quality of labs	78.2	4.6	17.0
21. HCC is preparing you for transfer	73.5	4.6	16.0
22. Quality of computer services	75.8	4.8	15.8
23. HCC has met your expectations	72.3	4.6	15.7
24. Cultural arts act. (art gallery, plays, etc.)	60.8	4.1	14.8
25. Availability/helpfulness of faculty	73.9	5.1	14.5
26. HCC is helping you meet your goals	74.1	5.3	14.0
27. Diversity in the curriculum	66.6	4.9	13.6
28. Orientation for new students	63.3	5.1	12.4
29. Academic sup.: pers'l & retention counseling	64.8	5.3	12.2
30. Learning Assistance Center	68.3	5.7	12.0
31. HCC's web page	67.7	6.0	11.3
32. Quality of instruction in major	70.8	7.0	10.1
33. Bookstore	70.2	7.7	9.1
34. Cashier's Office: helpfulness of cashiers	62.8	7.1	8.8
35. Security services	60.8	7.0	8.7
36. HCC is preparing you for a career	63.4	7.3	8.7
37. Registration: in-person	68.0	7.9	8.6
38. Block time (Tues. 12:30-2:00)	54.1	6.7	8.1
39. Career & job placement counseling	55.8	7.8	7.2
40. Academic advice/assist. in course planning	66.3	9.8	6.8
41. Fin. Aid Services: amount of aid received	65.8	10.1	6.5
42. Tuition & fee payment procedures	59.0	10.4	5.7
43. The opportunity for involvement in activities	51.6	9.4	5.5
44. Registration: telephone	72.7	13.8	5.3
45. Student Government Association	36.0	7.0	5.1
46. Student clubs	43.0	9.0	4.8
47. Reading/English scores reflect skill level	64.3	14.0	4.6
48. Fin. Aid Services: helpfulness of counselors	59.3	14.9	4.0
49. Student newspaper	44.0	11.4	3.9
50. Avail. of courses at a convenient time/place	57.8	16.3	3.5
51. College social life	42.2	12.1	3.5
52. Physical Education facility (Gym)	51.0	16.8	3.0
53. Cafeteria: menu variety	46.6	15.7	3.0
54. Cafeteria: food quality	46.6	16.9	2.8
55. Sports/athletic programs	41.4	15.1	2.7
56. Math placement test scores reflect your level	52.3	22.7	2.3
57. Parking accommodations	49.9	23.8	2.1

CONCLUSIONS AND RECOMMENDATIONS

Full-time and part-time students' ratings. Part-time students generally rated most survey items higher than full-time students did. In all, part-time students rated 33 of the 57 survey items (58%) higher than full-time students. Both full- and part-time students gave all instructional topics ratings over 3.50. There were nine areas for which there was a statistically significant difference in mean ratings between full- and part-time students, and these are the areas that should be examined to determine if they need to be given special attention. It should be remembered that differences on some items were differences between relatively high scores.

Areas rated higher by part-time students, and therefore significantly lower by full-time students were:

- *Admissions services*
- *Bookstore*
- *College social life*
- *Physical Education facility (Gym)*
- *Sports/athletic programs*
- *Math placement test scores reflect skill level*
- *Parking accommodations*

The two areas rated higher by full-time students, and therefore significantly lower by part-time students were:

- *HCC is preparing you for transfer to a four year college*
- *Opportunity for involvement in campus activities*

The discrepancies evident in the full-time/part-time ratings of the items above should be investigated further. However, discussing differences in the relatively high ratings of *Admissions services* (4.06 for part-time, 3.93 for full-time) while interesting, would probably not lead to an action plan for change. Using the cut-off rating of 3.50 for one or both groups' ratings allows us to focus on the areas needing attention: *Opportunity for involvement in campus activities, Math Placement test scores reflect skill level, Parking accommodations, College social life, Physical Education facility (Gym),* and *Sports/athletic programs*

Day and evening students' ratings. On the survey as a whole, day students gave higher ratings on 37 of the 57 items (65%). There were six areas for which there were statistically significant differences in mean ratings given by day and evening students. Those areas rated significantly higher by day students, and therefore significantly lower by evening students were:

- *Academic support: personal & retention counseling*
- *Quality of computer services*
- *Safety on campus*
- *HCC is preparing you for transfer to a four year college*
- *Opportunity for involvement in campus activities*
- *Block time*

Opportunity for involvement in campus activities and *Block time* had ratings under 3.50 by evening students. Although not meeting our cut-off criteria of ratings below 3.50 as the signal for further examination, it might be worthwhile to investigate the relative dissatisfaction of evening students with *HCC is preparing you for transfer to a four year college* and *Academic support: personal & retention counseling.*

Ratings by students of different racial groups. Ratings on the survey items were examined by the three major racial groups attending HCC to determine if there were differences. Of the three groups, African American students gave the highest ratings on 33 of the 57 items (58%). Asian students gave the lowest ratings on 45 of the 57 items (79%). Between African American students and White students, there were significant differences on eight items, all of which were rated higher by African American students.

- *Admissions services*
- *Career/job placement counseling*
- *Financial Aid Services: helpfulness of counselors*
- *Telephone registration*
- *Academic advice/assistance in course planning*
- *Academic support: personal & retention counseling*
- *Receiving an excellent education*
- *Math Placement test scores reflect skill level*

Between Whites and Asians there were eight items that had significantly different mean ratings, each but the last on this list with higher ratings by White students:

- *Cafeteria: food quality*
- *Cafeteria: menu variety*
- *Attitude of faculty toward students*
- *Quality of labs*
- *Overall climate of diversity*
- *You feel welcome on this campus*
- *Overall quality of instruction*
- *HCC's web page*

African American students and Asian students differed significantly on nine items, all with African American students giving higher ratings, and Asian students significantly lower ratings. Those items are:

- *Cafeteria: food quality*
- *Cafeteria: menu variety*
- *Orientation for new students*
- *Tuition and fee payment procedures*
- *You feel welcome on campus*
- *You feel safe on campus*
- *Receiving an excellent education*
- *You are provided up-to-date technology in courses*
- *Academic support: personal & retention counseling*

There were some items that received ratings below 3.50 from all of the three racial groups: *Parking, Student newspaper, Sports/athletic programs, Students clubs*, and *Student Government Association.* Reasons and remedies for these low ratings should definitely be sought. In addition, White and Asian students rated both *Cafeteria* items, *Physical Ed facility (Gym), Math placement test scores reflect skill level*, and *College social life* under 3.50. Asian students gave two other items ratings under 3.50: *Availability of courses at convenient time/place* and *Tuition and fee payment procedures.*

This year ratings given by Asian students were above what they have been in the past, yet they are still below the other two major racial groups. At this point it is not possible to determine if the higher ratings are the beginning of a trend or an anomaly. There is hope that these findings signal a change. Partly as a result of findings from past YESS surveys, attempts were made to include Asian students in activities and to ensure them that their voices were being heard. Some special activities geared to address this were cultural arts and block time events, a presidential dialogue with Asian students, special luncheons, and club activities.

While the above findings give focus and direction to improvement activities, knowing how HCC compares to other institutions would be another valuable mechanism for monitoring quality. Such an external comparison, in fact, is a vital component in a full assessment of institutional effectiveness. The ability to make such comparisons will soon be a reality. In 1998, under the leadership of a team from Howard Community College, the Maryland Community College Research Group (MCCRG) developed a set of common items to be used on surveys of currently enrolled students throughout the state. In the spring of 1999 at least seven colleges used the core set of items on their surveys. A joint effort has been planned to analyze the process and results from the various colleges. Having the ability to benchmark our findings on student satisfaction against external institutions should prove to be a valuable asset to planning, evaluation, and unit and college-wide goal setting.